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ABSTRACT

A report is made of a study to analyze the effects of a human relations component in an introduction to education course on the self concept and interpersonal relations of secondary preservice teachers. Forty-four preservice teachers were divided into experimental and control groups with the experimental group receiving 14 weeks of validated human relations experiences in addition to the regular course instruction undergone by the control group. Results of a statistical analysis of test results from pre- and post-administration of the Tennessee Self Concept Scale and the Fundamental Interpersonal Relations Orientation-Behavior Scale revealed no statistically significant differences between the two groups on self concept and interpersonal relations. Observations on experiment procedures and suggestions for replication are given. (MJB)

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AN ANALYSIS OF THE EFFECTS OF A HUMAN RELATIONS COMPONENT ON SELECT TEACHER EFFECTIVENESS VARIABLES

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Introduction

Early research into teacher effectiveness concerned delineating behavioral traits descriptive of the effective teacher. Perhaps the earliest conception of the good teacher was one who was knowledgeable in a certain subject area. It was assumed that if the teacher had adequate knowledge of a subject that he could teach the subject (17). In the early 1950s, Ryans (20) conducted a massive study of the characteristics of the effective teacher. Participants in Ryans' study described the effective teacher as fair, democratic, responsive, understanding, kindly, stimulating, original, alert, attractive, responsible, steady, poised, systematic. Ineffective teachers were described as partial, autocratic, aloof, restricted, harsh, dull, stereotyped, apathetic, unimpressive, evading, erratic, excitable, uncertain, and disorganized (2). While providing some relatively interesting data, Ryans' results were never utilized in preparing effective teachers. Falnders (22) employed a technique to arrive at more general aspects of effective teaching. The results of his efforts also were unsuccessful in providing the facts needed to define the effective teacher (22).

Many authorities have found that teacher effectiveness research becomes meaningful in view of the principles of perceptual psychology. In reviewing and categorizing teacher effectiveness research, Manachek (13), Stanton (23), and Loree (17) found that most of the research tended to fall into one of

the following dimensions of teacher personality and behavior: (a) perceptions of self, (b) perceptions of others, (c) personal characteristics, and (d) instructional procedures and interaction styles. Hamachek has emphasized that these findings have helped to substantiate the beliefs that many people have regarding who the effective teacher is.

Loree (17) has found further agreement on what constitutes effective teaching. After reviewing the objectives of various teacher education programs, Loree reported that most of the objectives concerned attitudes of the teacher toward himself, his pupils, and the teaching-learning process.

According to the theory of perceptual psychology, individuals manifest the behaviors enumerated by Ryans (20) and Flanders (22) because of their own unique perceptions of themselves, others, and their environment. The theory of perceptual psychology is based on the belief that human behavior is determined by an individual's perceptions. Whether a teacher is an effective teacher or not depends largely on his self concept. According to Combs,

> Of all the perceptions existing for an individual none are so important as those he has about himself. The individual's self is the center of his world, the point of origin for all behavior. What he believes about himself affects every aspect of his life (5, p.14).

Fitts has stated that "the behavior of teachers is related to, is associated with, and is an expression of their self concepts" (9, p. 44).

Perceptual psychology views the effective teacher as a person who is able to combine his knowledge and sensitivity

in establishing a healthy teacher-student relationship. Kinkmeyer (3) and Combs (2), as advocates of perceptual psychology, have stated that effective teachers view themselves as capable of working with others, dependable, and worthy. They tend to view themselves positively in terms of intelligence and leadership ability. The effective teacher has developed positive feelings in interpersonal relationships. The good teacher is described as seeing themselves as valuable to self and others, trustworthy, wanted, and sociable human beings. According to Combs and others (5), the effective teacher is well informed and has adequate perceptions of himself and others. He also has adequate perceptions of the teaching-learning process.

Studies by Garvey (10), Hatfield (14), and Crane (6) have shown that in-service and pre-service teachers who have accurate self concepts perform well in various aspects related to the teaching profession. Garvey and Hatfield found that student teachers with positive self concepts tend to be rated high on criteria of student teaching performance. Crane revealed that beginning pre-service teachers who had positive opinions of themselves and others were well adjusted to education courses and the process of preparing to become teachers.

The quality of the teacher's self concept is related to other aspects of teacher effectiveness. Aspy and Buhler (1) and Davidson and Lang (7) have found that a student's achievement is affected by the quality of his teacher's self concept. Rosenthal and Jacobson (22) reported in their classic study that the nature of the teacher's self concept affects student

academic achievement as well as the student's self concept. Purkey (14), capsulizing research results concerning the relationships between teacher effectiveness and the teacher's self concept, stated,

> The key to building positive and realistic self images in students lies largely in what the teacher believes about himself and his students. These beliefs not only determine the teacher's behavior, but are transmitted to the students and influence their performance as well (18, pp. 259-260).

It has been emphasized that there is a relationship between self acceptance and acceptance of others. Empirical investigations by Richmond, Mason, and Padgett (19) and Thompson (24) lend support to the theorized relationship between the self concept and interpersonal relations. Brownfain (3) and Jersild (16) have theorized that an individual's self concept and interpersonal relations are highly interrelated. Brownfain contended that "there is no maladjustment in personality that is not somehow reflected in maladjustment in interpersonal relations" (3, p. 279). The individual with an unstable self concept sees others as thinking far less of him than he thinks of himself. He may respond to others with hostility, resulting in reciprocal hostility and eventual alienation. The results of the faulty interaction reinforces the individual's negative self concept (3). The opposite interaction tends to occur when one has a positive self concept.

The self concept can be modified by means of human relations experiences (15). The goals of human relations include an emphasis on understanding of self and others; therefore, it is a viable tool for enhancing the self concept and interpersonal

relations. Human relations experiences which represent the integrative approach appear to be more effective than human relations programs which use only one type of activity (4). Gottlieb (12) investigated the effect of human relations experiences on the self-esteem and self-disclosure of students. After three years of research, it was recommended that further research be conducted using a variety of experiences during the experimental period.

In spite of the importance of the self concept and interpersonal relations in preparing effective teachers, there are relatively few studies investigating the effect of course methodology on the self concept and interpersonal realtions of pre-service teachers (22,9). Therefore, the development of a method of teaching an education course and the evaluation of this method in terms of the measured effect on the self concept and interpersonal relations was considered a significant contribution.

What effect can an experimental course have on self concept and interpersonal relations of pre-service teachers? Can a highly stable variable like the self concept be manipulated in the classroom by integrating human relations activities with traditional classroom activities? The answers to these questions seemed to have significant implications for teacher education programs.

The problem of this study was to analyze the effects of a human relations component in an introduction to education course on the self concept and interpersonal relations of secondary pre-service teachers. The purposes were (1) to develop a human relations component to be used in an introduction to education

course; (2) to utilize the component in an actual teaching situation; and (3) to examine the effects of the course on two teacher characteristics which are basic to teacher effectiveness. These characteristics are the self concept and interpersonal relations.

Method and Procedures

Subjects

The experimental and control group subjects for this study were forty-four pre-service teachers who were enrolled in an introductory secondary education course at a large state-supported university. The subjects had a minimum of sixty hours of college course work and a minimum C grade-point average. A third group of sixty-five subjects were used as a second control group. These subjects were also enrolled in the introductory secondary education course and were comparable to the first two groups described.

The Experimental Group Course

The experimental group consisted of twenty-six (26) students who were instructed by the investigator. The experimental group course was a 14 week experience which included the regular course activities and activities from the Human Relations Component. The regular course activities were based on information pertaining to the organization and administration of schools, teacher supply and demand, salaries, teacher retirement, teacher organization, legalities of the profession and the history of education. The activities from a validated Human Relations Component were systematically blended with regular course activities. The Component consisted of a collection of values

clarification, transactional analysis, roleplay and problem solving activities designed to assist pre-service teachers in understanding themselves and others. The course, therefore, represented an effective integration of cognitive and affective experiences.

The Control Group Course

The control group consisted of eighteen (18) students. The absence of the Human Relations Component, which was used in the experimental group, constituted the major difference between the control group and the experimental group courses. The minimal objectives of both courses were identical. In the control group course, the objectives were accomplished by means of library research, out-of-class projects, lecture-discussions, and examinations based on the textbook. The students in the control course participated in human relations experiences only as they occurred by chance in the course. Basically, the following approach was used in the control course: the text was read. Facts from the text were discussed. Students were tested for retention of factual information. The emphasis was to accomplish the guidance objective of the course by organizing a series of activities which involved students in exploring and learning about various aspects of education and the teaching profession.

Instrumentation

The effectiveness of the experimental course was assessed by pre- and post-administrations of the Tennessee Self Concept Scale (TSCS) and the Fundamental Interpersonal Relations Orientation - Behavior Scale (FIRO-B). Data were collected on

sixteen criterion measures from the TSCS and the FIRO-B. The Total Positive Score, the Self Criticism Score, the nine self-esteem scores from the TSCS, and the six criterion measures from the FIRO-B scale were used.

Hypothesis

Four hypotheses were tested in this study. Hypothesis I and Hypothesis II stated that there would be significant differences between the experimental group and the control group on post-test measures of the TSCS and the FIRO-B. These two hypotheses were tested by the one-way analysis of variance. Hypothesis III and Hypothesis IV stated that significant gains would be made by the experimental group on the selected criterion measures. The correlated t-test was used to test the significance of gains made by the experimental group. The significance of pre-test differences between the groups was tested by Fisher's t-test. Each hypothesis was tested at the minimum .05 level of significance.

Results

The results of the statistical analyses revealed that the differences between the experimental and control groups on measures of the self concept and interpersonal relations were not statistically significant. Nonsignificant gains were made by the experimental group on the criterion measures. Findings derived from personal observations and nonstatistical findings indicated that the pre-service teachers who were involved in the experimental course derived personal meaning from an exploration of the more cognitive-oriented activities of the course. In addition, an analysis of the individual scores of the experimental group and the control group raised questions regarding

the meaning of enhancement of the self concept and interpersonal relations. It became evident that several factors in addition to increased scores should be considered in studies concerning enhancement of these two personality variables.

The statistical data resulting from this study revealed that the experiemntal ccurse did not significantly affect the self- concept and interpersonal realtions of the experimental group. In addition, when the experimental group was compared to the control group, no statistically significant differences were found on the personality variables. The experimental group did develop positive perceptions and become more open in characterizing their physical self, moral-ethical self, personal self, family self, social self, identity, self-satisfaction, and behavior. The experimental subjects increased their level of affection and control wanted from others and their overall level of self-esteem. However, these gains were not statistically significant.

In view of the findings of the study, it was recommended that research related to the effect of affective experiences on the self concept and interpersonal relations of beginning pre-service teachers should be continued. Future studies might include larger, more representative samples of pre-service teachers. A minimum of four sections of a course and two instructors would help to control variance between instructors. Each instructor would be able to teach one control course and one experimental course. In addition to this control for differences in personalities, the effect of the teacher's personality on the outcome of the study should be investigated. Instruments which are

sensitive to the quality and direction of self concept change also should be developed. Hypotheses related to the quality and direction of self concept change should be formulated in future studies. In similar studies, the effect of the course methodology of the student's course grades and personality also should be investigated.

TABLE I

SUMMARY OF PRE-TEST, POST-TEST, MEANS AND STANDARD DEVIATIONS

FOR EXPERIMENTAL AND CONTROL GROUPS

ON THE TSCS

Criterion Measure	Experimental N = 26		Control N = 18	
	Mean	SD*	Mean	SD*
Total Positive Score				
Pre-test	351.961	27.84	348.888	38.318
Post-test	356.538	26.52	359.388	36.12
Self Criticism				
Pre-test	34.807	5.09	34.22	5.816
Post-test	35.346	4.62	34.44	6.02
Identity				
Pre-test	128.615	9.44	128.388	11.209
Post-test	130.076	8.11	129.44	12.05
Self-Satisfaction				
Pre-test	108.4615	12.44	108.777	17.49
Post-test	222.076	12.05	113.888	14.77
Behavior				
Pre-test	114.88	10.05	111.72	11.989
Post-test	115.34	10.75	116.055	12.28
Physical Self				
Pre-test	71.69	8.17	71.50	9.205
Post-test	72.23	7.35	72.44	8.96
Moral-Ethical Self				
Pre-test	70.346	7.91	70.166	9.076
Post-test	71.576	6.74	72.777	8.06

Table I continued

Criterion Measure	Experimental N = 26		Control N = 18	
	Mean	SD*	Mean	SD*
Personal Self				
Pre-test	67.65	6.59	66.166	8.089
Post-test	68.846	6.34	70.05	6.98
Family Self				
Pre-test	72.96	8.00	73.11	6.884
Post-test	73.807	6.78	73.44	8.45
Social Self				
Pre-test	69.307	6.619	67.94	9.019
Post-test	70.076	6.77	70.66	8.72

*SD - Standard Deviation

TABLE II

SUMMARY OF PRE-TEST, POST-TEST, MEANS AND STANDARD DEVIATIONS

FOR EXPERIMENTAL AND CONTROL GROUPS

ON THE FIRO-B

Criterion Measures	Experimental N = 26		Control N = 18	
	Mean	SD*	Mean	SD*
Expressed Inclusion				
Pre-test	5.038	1.928	5.055	1.89
Post-test	4.96	2.00	4.83	2.14
Expressed Control				
Pre-test	2.615	1.877	2.61	2.637
Post-test	2.57	2.43	3.27	2.49
Expressed Affection				
Pre-test	4.00	2.40	3.77	2.28
Post-test	3.56	2.98	4.88	2.80
Wanted Inclusion				
Pre-test	4.269	3.50	4.22	3.317
Post-test	3.19	3.16	4.38	3.59
Wanted Control				
Pre-test	3.076	1.62	3.22	2.289
Post-test	3.19	2.22	3.50	2.47
Wanted Affection				
Pre-test	4.73	2.72	5.33	2.63
Post-test	4.76	2.87	6.27	2.84

*SD - Standard Deviation

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